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A PILOT PROJECT IN VOCATIONAL GUIDANCE, PLACEMENT AND WORK EXPERIENCE FOR YOUTH FOR WHOM EXISTING WORK EXPERIENCES ARE NOT APPROPRIATE.

Livonia Public Schools, Mich. Dept. of Secondary Education.

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Twenty-five sophomore students recommended by their school principal or counselor participated in a pilot educational program designed to be appropriate to the interests and needs of potential high school male dropouts. Test scores, inventories, student records, office files, and employment analyses of the participants were examined to determine similarities of those students who showed some or little success in school, on the job, or in school and on the job. The students were provided with some form of low-level community work experience and 1 hour per day in the classroom. Some findings were: (1) The boys participating in the project had a mean IQ of 88 with a range of 82 to 99 for 95 percent of the group, (2) 82 percent of the participants scored below the 50th percentile on the Iowa Silent Reading Test, (3) All of the students tended to score low in mental ability and achievement tests, and (4) The boys as a group had a dislike for academic subjects before and during the study. The objectives of the project were generally met, and the majority of the boys were retained for the 1965-66 school year. Although the project had its impact and served a good purpose, it was concluded that the progress made by the participants was not commensurate with the time, effort, and money invested in their interests. (WB)

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LIVONIA PUBLIC SCHOOLS, Mich.
Department of Secondary Education.

Project Teacher-Director
Neil D. Peterson

April, 1967

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This study is a compilation of data of twenty-six project participants, all boys, from the three Livonia Senior High Schools - (Bentley, Franklin and Stevenson).

The data were provided in part by the principals, counselors, and teachers of these boys at the conclusion of the boys' last year in junior high school and during their first year of senior high school. The study could not have been accomplished without the cooperation and assistance of these people.

Thanks are especially due to Arlie G. Fairman, Coordinator of Vocational Education, who gave immeasurable assistance and support to the Teacher-Director of the Project.

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CHAPTER I

DESCRIPTION OF STUDY

INTRODUCTION -

An increasing amount of attention in the past few years has been directed toward the problem of the high school dropout. Many school systems, with the encouragement and aid of the state and federal governments, have initiated programs designed to study and/or deal with the dropout problem.

One approach to the problem is to recognize those students who exhibit some pattern of negativism toward the educational process, or some segment of it. Students displaying such negative behavioral patterns are generally more prone to leaving school before their graduation. The task is to implement an educational program appropriate to the interests and needs of this type of youth.

In the spring of 1965, a committee of four interested teachers and counselors drafted and submitted to the Department of Education a vocationally oriented pilot project designed for the potential dropout. The proposal was accepted and approved for partial funding under the Vocational Education Act of 1963.

In the fall of 1965 Livonia Public Schools initiated a pilot project in vocational education. It was designed to include students for whom present work experience programs were either not available or inappropriate. The Project initially involved 25 students at the tenth grade level in the three high schools who were recommended by the counselor and/or principal in the building in which they were assigned. In order to qualify for the project, the students had to satisfy one or more of the following criteria:

1. academic aptitude scores below the 25th percentile as measured by the California Test of Mental Maturity or the Differential Aptitude Test;

2. composite achievement test scores below the 25th percentile as measured by The Iowa Test of Basic Skills;

3. grade point average less than 1.5, (A = 4.0);

4. an adjudged inadequate self-image according to teacher and/or counselor;

5. poor attendance record.

6. lack of involvement in school activities, classroom participation or extra curricular activities.

7. achievement not consistent with ability, according to teacher judgements;

8. need for exposure to other sets of values necessary for job success, such as cleanliness, honesty, dependability, language and dress.

The project provided the students with some form of community work experience and one hour per day in a classroom under the supervision of the teacher-director of the project. The students were assigned additional regular classes according to their attitudes and abilities.

The community work experience situations, in most instances, were low level jobs which were terminal in nature. These jobs were not intended to prepare the students for their eventual life occupations. This work experience was intended to give them some insight into their potential in the world of work, some understanding of the demands of employment, their responsibilities as employees, and the needs they had for more vocational education. Each student received one regular school credit for his work experience, if he met the following criteria:

1. One hour of his day (class schedule) must have been designated as work experience for at least two of the three marking periods per semester.

2. The student must have satisfactorily held a job for at least two of the three marking periods.

3. The job had to conform to State and Federal labor laws.

4. Before a student left a job, the teacher-director had to be informed.

The employers did not receive subsidization for these students; they assumed the entire cost as for a regular employee. Each employer was expected to be responsible for the regular attendance of the student during school hours, and he submitted an evaluation of the student every six weeks to the teacher-director.

The purpose of the one hour of related classroom experience under the supervision of the teacher-director was two-fold: to assure each student participant one hour of school credit for being in the program; to give the student a daily contact with the teacher-director. This one hour per day was spent in one of the following ways:

1. Individual study (study hall).

2. Individualized academic help and instruction (on assignments from regular classes in which the student was having particular difficulty).

3. Individual and group guidance and counseling.

4. Group testing.

5. Instruction and discussions related to various matters pertaining to school and work.

As conceived, the project was directed toward helping the potential dropout in the following ways:

1. help him to develop a new and better set of values;

2. help him develop a better attitude toward school and authority;

3. help him develop a feeling of self worth;

4. provide him with more concentrated help and understanding;

5. provide him with a flexible school schedule and lessen his structured, academically orientated school day;

6. keep him interested and enrolled in school.

Purpose of the Study

The intent of this study is to take the data collected on the participants through the 1965-66 school year and investigate the following:

1. Are there any observable similarities in those students who showed some success in school?

2. Are there any observable similarities in those students who showed some success on the job?

3. Are there any observable similarities in those students who showed some success in school and on the job?

4. Are there any observable similarities in those who showed very little or no success in school or on the job?

5. Could the data collected on these students during the school year be useful in predicting the success or failure of students of this type?

6. Could the data from this study be utilized in recommending possible changes that would improve the program, to the degree that it would better satisfy the interests and needs of all the student participants?

Procedure

There were two methods of approach used in the process of this study. The first was to establish criteria to determine which of the student participants fit into each of the following categories or groups:

a. those successful in school;
b. those successful on the job;
c. those successful in school and also on the job;
d. those not successful in school and/or on the job.

The second was to compare the various data collected on the student participants with their actual performance in school and on the job. There were four sources of data used:

a. tests and inventories;
b. student cumulative records (CA 39);
c. office (Principal) files;
d. employment analysis

The data from the tests and inventories gave the teacher-director more insight into and better understanding of the students in the project. These served as excellent counseling and discussion devices. The tests and inventories given to the student participants were:

a. California Test of Mental Maturity
b. Differential Aptitude Test
c. Iowa Test of Educational Development
d. California Interest Inventory
e. California Health Inventory
f. California Personality Test
g. California Behavior Preference Record

h. New Century Social Conduct Test
i. Mooney Problem Check List
j. Otis Quick Scoring Mental Ability Test
k. General Aptitude Test Battery

The student cumulative records (CA 39) yielded the following information:

a. Grades
b. Citizenship Marks
c. Absences
d. Tardies
e. Drops from School (age and reason)

The office files provided the following additional information:

a. Suspensions (number of days and reason)
b. Disciplinary referrals (number and reason)

The employment analysis was based on the records maintained by the teacher-director during the 1965-66 school year. The four areas recorded were:

a. Number of jobs held
b. Employer evaluations
c. Duration of jobs held
d. Reasons for leaving.

Definitions

For the purpose of this study, the following criteria were used to categorize each student participant:

1. To be considered a "Success in School," both of these criteria needed to be met:

a. The student had achieved passing grades (D- or better) in all the academic classes taken during the 1965-66 school year, or had shown improvement during the spring semester over the fall semester.

b. The student had achieved satisfactory citizenship marks (average or better) during the 1965-66 school year, or he had shown improvement during the spring semester over the fall semester.

2. To be considered a "Success on the Job," both of these criteria needed to be met:

   a. The student was employed for the entire 1965-66 school year, or he had concluded the spring semester of the 1965-66 school year with a job which he held for the last two consecutive card marking periods.

   b. The student had received satisfactory evaluations from his employer (s).

3. To be considered a "Success in School and on the Job":

   a. The student had met the criteria for both 1 and 2.

4. To be considered having had "No Success in School or on the Job":

   a. The student had failed to meet the criteria for either 1 or 2.

For the purpose of this study, Category or Group 1 will be composed of students A - F; Category or Group 2 will be composed of students G - J; Category or Group 3 will be composed of students K - N; and Category or Group 4 will be composed of students O - Z.

CHAPTER II

TESTING AND INVENTORY INFORMATION

Intelligence and Achievement

The boys participating in the project had a mean I. Q. of 88, derived from scores on the California Test of Mental Maturity (CTMM). This test had been administered to them during the 1964-65 school year. On the Otis Quick Scoring Mental Ability Test, administered to them during the 1965-66 school year, they had a mean I. Q. of 86. It is interesting to note that there was only a two point differential between the computed means from one year to the next and that the computations were derived from two different mental ability tests. These scores would imply that, in comparison to the general high school population, the project participants had below average mental ability.

There was not a significant difference in the mental abilities of the individual boys within the total group. Ninety-five percent of the boys were in the I. Q. range of 82-99. Sixty-five percent fell into the I. Q. range of 91-99. These figures were based on the CTMM scores from Table 1.

As illustrated in Table 2 the boys in Group 1 and Group 3 had the highest scores on the Otis Quick Scoring Mental Ability Test. This implies that the boys having the most success in school tended to have the higher intelligence quotients.

TABLE I

TABLE OF ABILITY TEST SCORES FOR THE FOUR CATEGORIES OF STUDENTS

	CTMM			DAT	Otis Quick Scoring Mat.
	Lang.	Non-Lang.	Total IQ	%YR & NA	IQ
A					80
B	89	99	94	03	82
C	94	103	99	05	94
D	87	111	99	10	93
E					106
F	85	108	94	05	88
Group 1 Average	89	105	97	06	91
G			82	03	80
H	90	91	91		90
I	92	79	86	05	87
J				03	
Group 2 Average	91	85	86	04	86
K	88	95	92	05	86
L				15	90
M	77	105	91	10	99
N				05	104
Group 3 Average	83	100	91	09	95
O			83	05	82
P	114	116	115	25	
Q	87	101	94	03	
R			77	10	81
S	79	104	92	03	79
T				20	
U	77	113	95	50	80
V	85	105	95	15	90
W	76	114	95	15	
X			83	03	
Y	82	88	83	25	85
Z	89	86	93	05	102
Group 4 Average	86	103	91	15	96
Total Group Mean			88		86

TABLE 2

The I. Q. Means of the Four Categories of Students Based on the Otis Quick Scoring Mental Ability Test

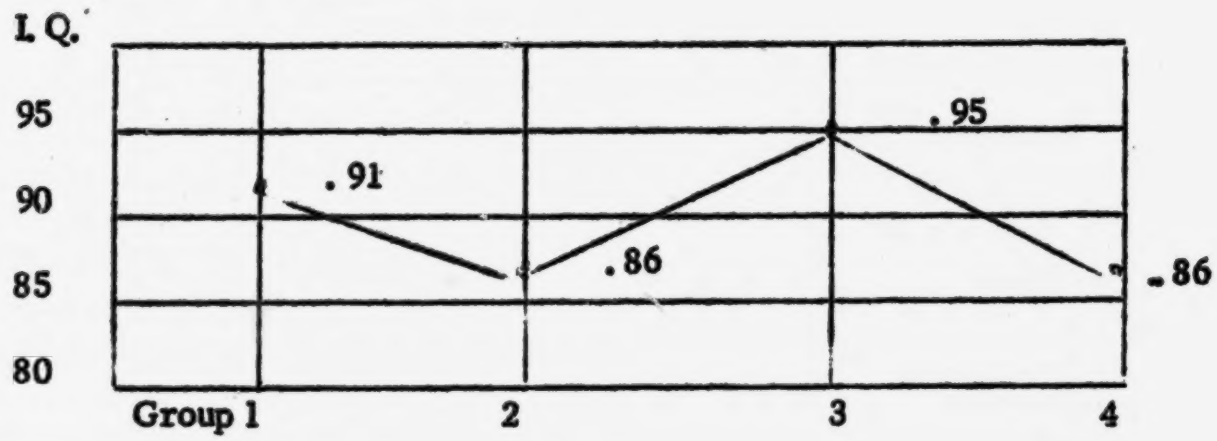
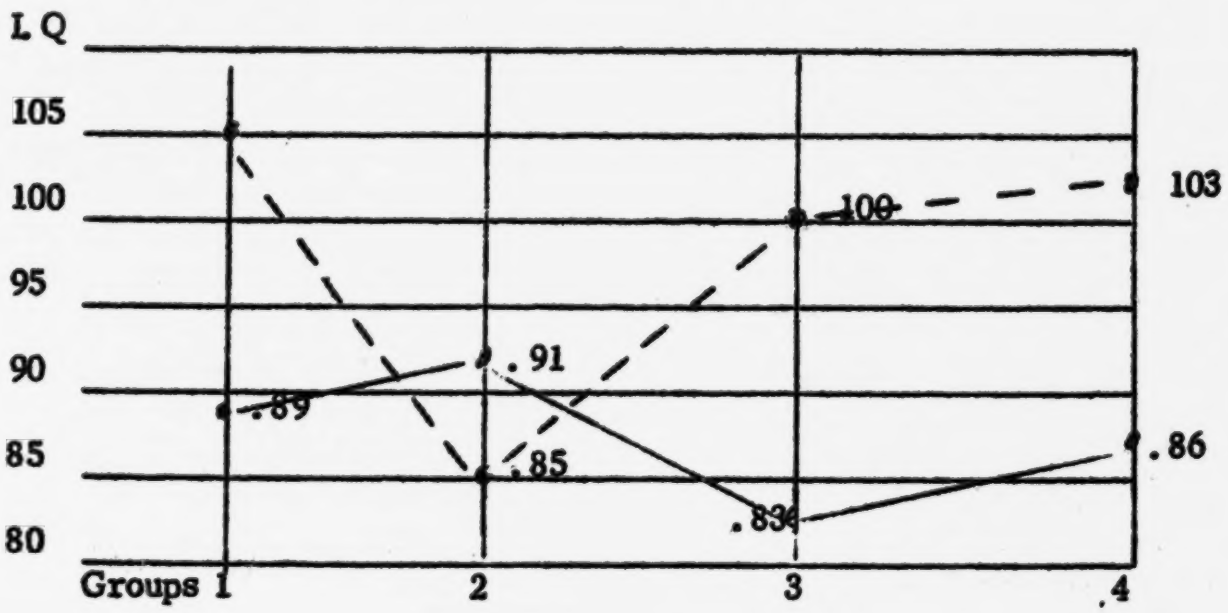


Table 3 reveals that the boys in Groups 1, 3 and 4 scored considerably lower on the language portion of the CTMM in comparison to the non-language portion. This would imply that these boys were handicapped by a reading problem.

TABLE 3

The Means of the Group Test Scores on the Language and Non-Language Portions of the CTMM



There was also a reading problem indicated in the percentile rankings on the Iowa Silent Reading Test. This is illustrated in Table 4. The highest individual score made in the group was at the fifty-fifth percentile. Eighty-two percent of the student participants scored below the fiftieth percentile rank. The literary portion of the Iowa Test of Educational Development also substantiates reading difficulties. Seventy-four percent of the boys scored below the twenty-fifth percentile rank. The highest individual percentile rank was 70.

As illustrated in Table 4, all the project participants had low scores on the Iowa Test of Educational Development. The test was administered to them in October of 1965. The highest individual percentile score was 78, which was in the area of Social Studies. Ninety-seven percent of the percentile scores made by all the participants were below fifty.

TABLE 4

TABLE OF ACHIEVEMENT TEST SCORES
FOR THE FOUR CATEGORIES OF STUDENTS

Students	ISRT	ITED				
	% Med.	% Soc. St.	Nat. Sci.	Exp.	Quant.	Literary
A		38	05	19	26	18
B	12	02	23	06	26	18
C	02	28		11	20	10
D	16					
E		53	36	14	26	24
F	08	33	11	25	05	3
Group 1 Averages	07	31	19	15	21	15
G	12					
H		28	27	25	15	07
I	02	24	36	11	20	18
J	33	14	23	06	40	18
Group 2 Averages	16	29	29	14	25	14
K	05	33	27	14	26	70
L	22	24	07	19	06	10
M	01	38	40	31	47	01
N	22	45	46	50	20	35
Group 3 Averages	13	35	30	29	25	29
O	01	28	05	14	26	53
P	55	24	65	19	20	18
Q	10	28	07	06	26	10
R		24	11	06	05	13
S	08	06	11	03	17	13
T	02	14	23	11	11	30
U	47	78	07			
V	04	33	04	25	33	18
W	01	24	65	25	53	24
X	22	10	40	06	15	30
Y	02	33			40	04
Z	30	14	40	06	15	41
Group 4 Averages	17	26	25	11	27	23

All the project participants tended to score low in mental ability and achievement tests, both kinds of tests having a definite relationship to reading ability.

Occupational Inventories and Testing Information

The California Interest Inventory was given to the boys during the fall semester. The purpose was to find their fields of interests and their levels of interest. The inventory results were discussed with each boy individually. It is interesting to note in Table 5 that, although many boys expressed an interest in the mechanical and personal-social areas, the scores in these areas were generally low. They also scored low in the verbal and manipulative areas. They reacted to their results with skepticism, feeling that the results were contrary to their true interests and aspirations.

There were no noticeable similarities in the test results of the four categories of students. There are minimal predictive factors in the results of this inventory.

TABLE 5

PERCENTILE SCORES FOR THE FOUR CATEGORIES OF STUDENTS ON THE CALIFORNIA OCCUPATIONAL INTEREST INVENTORY

Students	Personal Social	Natural	Mechan-ical	Business	Arts	Sciences	Verbal	Manipu-lative	Compu-tational	Level of Interest
A	70	10	95	70	70	05	70	40	60	70
B	80	02	40	40	10	30	70	50	70	50
C	30	50	20	80	50	60	40	40	80	60
D	70	01	10	80	80	90	70	50	90	95
E	05	30	05	90	10	60	60	50	90	10
F	60	50	02	90	05	30	60	20	80	60
Group 1 Average	50	20	30	80	30	50	60	40	80	60
G	80	60	50	70	50	80	70	20	60	10
H	40	30	50	60	50	70	60	50	80	30
I	40	60	40	70	80	20	40	40	40	60
J	60	02	30	30	50	50	80	60	95	90
Grpup 2 Average	60	40	40	60	60	60	60	40	80	40
K	60	50	50	60	90	40	60	40	40	40
L	40	30	40	40	80	60	70	80	80	40
M	20	40	30	70	50	40	40	50	30	50
N	70	60	40	90	40	70	60	40	60	60
Group 3 Average	50	40	40	70	70	60	60	50	50	50
O	80	30	60	50	80	30	80	60	70	60
P	50	40	20	40	95	10	40	30	30	10
Q	40	40	50	60	98	60	50	30	80	40
R	80	20	40	80	30	30	80	60	70	40
S	50	60	20	60	20	60	60	60	70	10
T	70	50	50	50	95	20	50	60	60	98
U	60	50	50	40	50	30	60	50	50	99
V	98	20	60	30	40	60	80	50	70	50
W	30	30	50	30	95	10	30	20	80	60
X	60	30	30	80	30	60	40	20	70	99
Y	60	10	40	20	50	05	50	40	40	50
Z	70	20	70	70	10	50	60	40	70	60
Group 4 Average	60	30	50	50	70	30	60	40	70	70

The General Aptitude Test Battery

This test was given to the boys to find their abilities to perform tasks related to different occupations. This is a battery of aptitude and manipulative tests, the results. of which correlate with specific occupational needs or demands. The test results were discussed individually with the boys. The test scores are based on a mean of 100. These scores are reported on Table 6. There was a wide range of scores made by the total group. There was little difference in the average scores of the four categories of students. The use of these scores, when applied to poor readers, has some serious limitations.

TABLE 6

NORM SCORES FOR THE FOUR CATEGORIES
OF STUDENTS
IN THE GENERAL APTITUDE TEST BATTERY

Students	Areas of Abilities G	V	N	S	P	Q	K	F	M
A	58	76	52	78	91	69	82	91	75
B	82	82	88	88	113	99	118	103	114
C	82	82	77	104	141	108	109	107	105
D	93	96	88	107	50	79	86	96	80
E	96	92	88	114	124	96	78	96	113
F	90	84	82	114	112	87	0	84	70
G	75	84	84	68	85	98	78	69	80
H	90	96	88	94	95	96	0	47	21
I	82	78	80	91	97	90	87	98	111
J	83	82	77	124	128	91	82	104	99
K	62	88	56	91	27	79	0	80	66
L	85	80	72	107	91	89	82	100	103
M	74	78	67	104	71	70	62	107	62
N	91	90	88	117	107	91	101	129	129
O	73	78	83	91	69	107	72	85	119
P	88	94	78	91	117	103	87	104	117
Q	84	86	80	94	56	104	89	83	104
R	76	76	85	107	97	94	0	131	104
S	65	68	68	104	103	76	93	101	99
T									
U	93	94	78	117	97	90	101	59	77
V	84	88	83	58	88	93	107	57	109
W	81	72	65	114	91	82	70	63	60
X	77	96	28	133	106	46	0	60	80
Y									
Z	101	92	93	104	95	79	0	73	80

G - Intelligence
V - Verbal Aptitude
N - Numerical Aptitude
S - Spatial Aptitude
P - Form Perception
Q - Clerical Perception
K - Motor Coordination
F - Finger Dexterity
M - Manual Dexterity

Health Information

The California Health Inventory was administered to the project participants in January of the 1965-66 school year. The purpose was to find their health habits and their knowledge of health. In both areas the boys scored low. These scores are illustrated in percentile marks in Table 7 and Table 8. They showed a particular weakness in their knowledge of health. Many of the items, in the health inventory, had been covered in their high school health classes.

TABLE 7

TABLE OF PERCENTILE SCORES FOR THE FOUR CATEGORIES OF STUDENTS ON THE CALIFORNIA HEALTH INVENTORY.

Health Status and Practice	Health Status	Health Practice	Health Knowledge
Students			
A	37	33	1
B	37	10	4
C	5	6	10
D	16	5	1
E	37	60	16
F	80	3	5
Group 1 Averages	35	21	6
G	69	27	5
H	16	10	6
I	69	60	2
J			
Group 2 Averages	51	32	4
K	37	15	7
L	25	3	1
M	90	23	4
N	90	99	16
Group 3 Average	61	35	7
O	1	2	1
P			
Q	37	33	3
R	16	42	6
S	80	1	2
T	69	10	1
U	5	3	1
V	16	15	1
W			
X	25	23	3
Y	90	1	1
Z	37	10	16
Group 4 Averages	38	14	3

TABLE 8

PERCENTILE SCORES FOR THE FOUR CATEGORIES OF STUDENTS ON THE CALIFORNIA HEALTH INVENTORY

Health Knowledge Students	Public Health	First Aid	Prevention of Disease	Proper Health Habits	Diet	Mental Hygiene
A	3	17	8	1	1	1
B	27	36	4	1	1	9
C	45	17	13	13	18	2
D	12	1	1	1	1	1
E	67	36	54	13	7	1
F	3	36	4	6	5	16
Group 1 Averages	26	24	14	6	6	5
G	12	17	4	2	5	30
H	12	36	4	13	1	52
I	3	61	1	13	1	9
J						
Group 2 Averages	9	38	3	9	2	30
K	27	85	2	22	7	1
L	0	6	8	1	1	1
M	0	61	8	13	1	5
N	12	36	20	13	18	16
Group 3 Averages	10	47	10	12	7	6
O	12	6	1	1	1	1
P						
Q	45	17	13	1	1	1
R	3	85	42	13	1	2
S	12	6	13	2	1	9
T	3	6	1	1	1	1
U	3	36	1	2	1	0
V	0	6	8	2	1	1
W						
X	3	1	42	2	1	1
Y	3	17	2	1	1	2
Z	45	61	20	13	7	9
Group 4 Averages	13	26	14	4	2	3

As illustrated in Table 7, eighty-three percent of the participants scored very low (below the ninth percentile), and the remaining seventeen percent scored low (below the sixteenth percentile) in their understanding of healthful living.

As reported in Table 8 on the total evaluation of health knowledge, eighty-four percent of the scores made were below the twenty-fifth percentile. An additional six percent were below the fiftieth percentile.

TABLE 9

Total Group Percentages of Scores Made
on the California Health Inventory Score Rank

Areas	Very High	High	Average	Low	Very Low
Health Status	0	22	39	26	13
Health Practice	4	0	22	39	35
Health Knowledge	0	0	0	17	83
Knowledge of:					
Public Health	0	0	17	34	48
First Aid	0	9	39	22	30
Prevention of Disease	0	0	13	22	65
Proper Health Habits	0	0	0	39	61
Diet	0	0	0	9	91
Mental Hygiene	0	0	4	30	65

Table 9 illustrates the percentage of inventory ranks made by the total group. It reveals the many weaknesses of the boys in regard to their health status and knowledge.

Personality Information

The California Test of Personality was administered to the total group during the 1965-66 school year. The test is designed to identify and reveal certain elements of the total complex patterns of feeling, thinking and acting. The test scores of the total group reveal that most of the boys in the group tend to think, feel and act differently to both personal and social situations than do most other people.

An example of this difference would be in their attitude toward honesty. In one instance, one of the boys in the project was employed in a carry-out restaurant. He was waiting counter and a customer left change on the counter. Much against his better judgement, as he explained it, he turned the money over to the management. It so happened that the customer was hired by the employer to test the integrity of his youthful employees. It turned out very well for the boy. The class discussion on this incident did not go as well for him. In all honesty, he and his peers felt that he had not done the most logical and best thing. They felt that the money was as much his as it was the employers. It could be rationalized as having been a tip and therefore, justifying keeping it for himself. There were some strong feelings expressed in regard to his actions and the actions of his employer.

An additional illustration of their differing attitudes would be in their feelings toward dating girls. In a class discussion about a coming formal dance, the boys stated that they would only consider taking girls with questionable morals. They justified this by saying that taking a girl to a formal dance was a big investment. "Nobody invests money without the possibility of some reward or return for their investment."

As reported in Table 10, all the students showed marked weaknesses in comparison to test norms. In the following personal adjustment areas:

Group 1 - Sense of Personal Worth
Sense of Personal Freedom
Withdrawing Tendencies
Total Personal Adjustment

Group 2 - Withdrawing Tendencies
Total Personal Adjustment

Group 4 - Feeling of Belonging
Self Reliance (in all but one instance)
Sense of Personal Worth (in all but one instance)
Total Personal Adjustment

TABLE 10

TABLE OF PERCENTILE RANKS FOR THE FOUR CATEGORIES OF STUDENTS ON THE CALIFORNIA TEST OF PERSONALITY

Areas of Personal Adjustment / Students	Self Reliance	Sense of Personal Worth	Sense of Personal Freedom	Feeling of Belonging	Withdrawing Tendencies	Nervous Symptoms	Total Personal Adjustment
A	30	20	40	70	40	70	40
B	80	40	10	10	20	95	30
C	50	20	5	20	30	80	20
D	80	50	40	90	40	5	50
E	30	5	40	20	30	50	20
F	98	50	30	20	10	10	30
Group 1 Averages	61	31	28	38	28	52	32
G	50	2	10	20	0	0	1
H	10	30	10	70	10	70	20
I	95	90	30	50	20	5	30
J	6	30	60	20	10	70	20
Group 2 Averages	40	38	28	40	10	38	18
K	70	10	60	2	70	50	20
L	70	70	30	90	20	40	40
M	50	90	70	90	90	95	80
N	90	70	50	90	70	95	80
Group 3 Averages	70	60	53	68	63	70	55
O	10	50	10	20	40	20	20
P	30	10	10	30	20	5	10
Q	80	90	60	50	90	80	70
R	20	30	50	30	70	40	30
S	30	20	50	30	20	80	30
T	30	1	20	2	20	40	5
U	20	30	70	30	40	70	40
V	5	20	40	20	1	10	5
W	20	5	1	2	2	10	2
X	20	1	1	20	20	10	5
Y	10	50	5	20	10	2	10
Z	50	5	20	20	10	5	10
Group 4 Averages	27	26	28	23	29	31	11

As reported in Table 11, all the students made marked differences from the test norms in the following social adjustment areas:

Group 1	Social Standards
	Occupational Relations
	Total Social Adjustment
Group 2	Family Relations
Group 4	Anti-Social Tendencies
	Family Relations
	Total Social Adjustment
	Social Standards (in all but one instance)
	Social Skills (in all but one instance)

TABLE 11

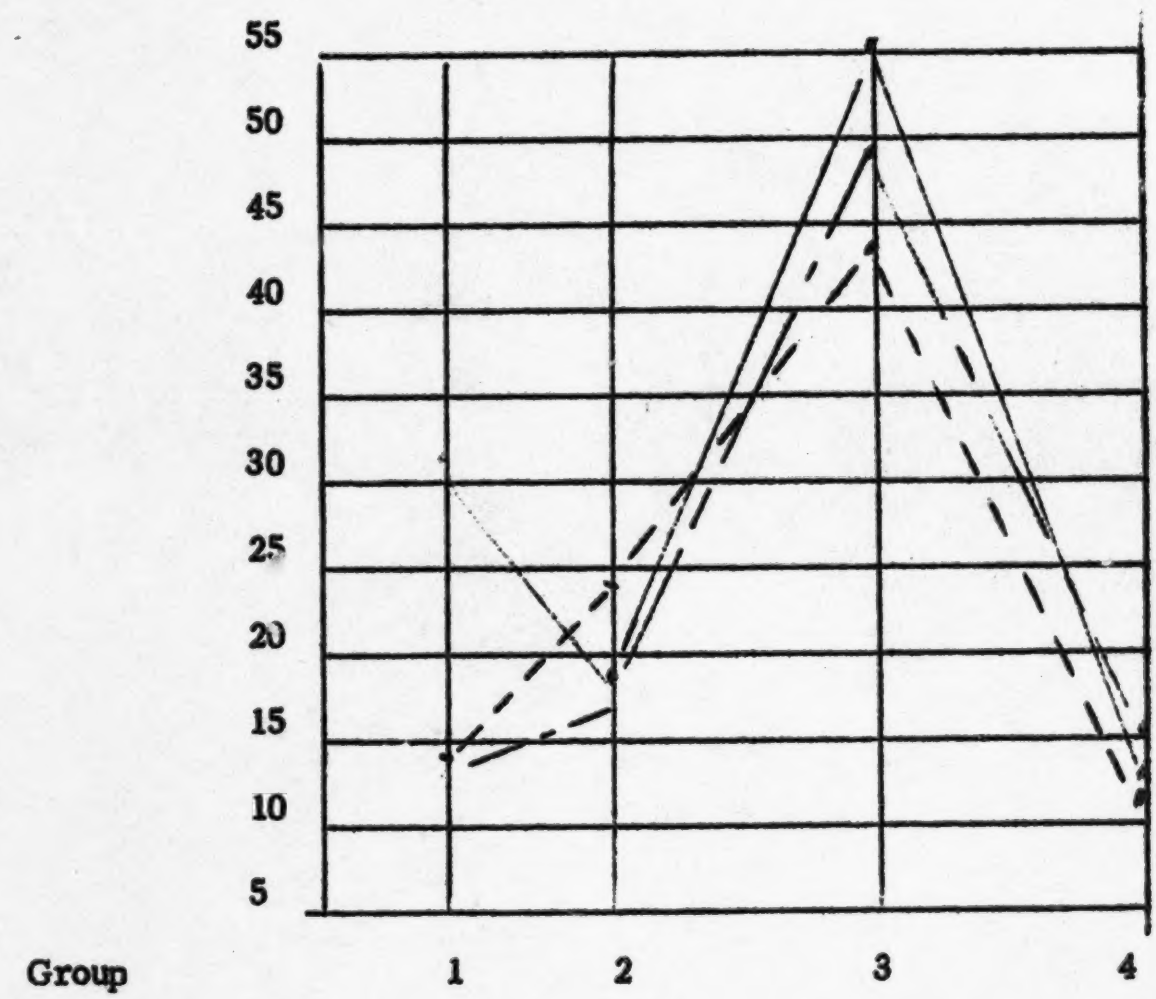
TABLE OF PERCENTILE RANKS FOR THE FOUR CATEGORIES OF STUDENTS IN THE CALIFORNIA TEST OF PERSONALITY

Areas of Social Adjustment / Students	Social Standards	Social Skills	Anti-Social Tendencies	Family Relations	Occupation Relations	Community Relations	Total Social Adjustment	Total Adjustment
A	5	10	10	10	1	10	2	10
B	1	1	70	95	50	50	20	20
C	50	80	20	5	50	30	20	20
D	50	20	20	40	5	30	20	30
E	5	50	20	20	10	60	20	20
F	2	1	10	10	10	10	2	10
Group 1 Averages	19	27	25	28	21	32	14	17
G	10	20	40	20	20	30	20	5
H	90	50	10	5	5	30	10	20
I	2	5	10	20	20	5	5	20
J	30	80	70	20	70	95	60	30
Group 2 Averages	33	39	33	16	29	40	24	19
K	10	20	40	40	50	40	30	30
L	70	50	70	20	30	20	30	30
M	10	5	30	95	90	60	40	60
N	50	70	80	80	90	80	80	80
Group 3 Averages	35	36	55	59	65	50	45	50
O	5	40	10	10	90	90	20	20
P	2	50	5	5	2	2	2	5
Q	50	80	20	40	10	60	30	50
R	10	10	20	40	20	2	10	20
S	10	50	20	10	40	50	20	30
T	20	5	20	5	20	30	10	5
U	20	5	50	5	5	10	5	20
V	1	20	5	10	5	30	5	5
W	20	1	5	5	30	30	5	2
X	20	1	10	5	5	10	2	5
Y	70	40	5	30	10	5	10	10
Z	10	10	5	1	10	50	5	5
Group 4 Averages	20	26	15	14	21	31	10	15

The boys in Group 3 tended to score higher than the others in all areas of adjustment. This is illustrated in Table 12. This is to be expected because this group proved capable of making adequate school and job adjustments while participating in this project.

TABLE 12

Percentile Scores for the Four Categories of Students in the Three Total Areas of Personality Adjustment



Behavior Preference

The Behavior Preference Record was administered to the boys to get some indication of their knowledge of, and preference for, certain kinds of social behavior in typical home, school, and community situations. The total group tended to do best in the area of critical thinking. This indicates that they can rationalize the way they think or behave in particular social situations. Table 13 reveals the following:

1. The students in Group 1 all scored very low in leadership.
2. The students in Group 2 all scored very high in critical thinking.
3. The students in Group 3 scored high and very high in critical thinking.
4. There may be some correlation between successful job performance and high scores in critical thinking.

TABLE 13

TABLE OF RANKS RECEIVED
ON THE CALIFORNIA BEHAVIOR PREFERENCE RECORD
BY THE FOUR CATEGORIES
OF STUDENTS

Students	Cooperation	Friendliness	Integrity	Leadership	Responsibility	Critical Thinking
Group 1						
A	V. L.	V. L.	V. L.	V. L.	A	H
B	V. L.	V. L.	L	V. L.	V. L.	V. H.
C	L	A	A	VL	H.	A
D	V. L.	V. L.	V. L.	V. L.	V. L.	H
E	L	V. L.	A	V. L.	A	V. H.
F.	A	L	A	V. L.	L	H
Group 2						
G	A	V. L.	V. H.	A	H	V. H.
H	V. L.	L	A	A	A	V. H.
I	L	L	L	L	V. L.	V. H.
J						
Group 3						
K	V. L.	V. L.	V. L.	V. L.	V. L.	V. H.
L	V, L.	V. L.	V. L.	V. L.	V. L.	H
M	V. L.	A.	V. L.	L	V. L.	V. H.
N	H	A	V. H.	A.	A	V. H.
Group 4						
O	V. L.	L	L	L	L	V. H.
P						
Q						
R	A	L	H	L	H	V. H.
S	V. L.	V. L.	A	A	A	A
T						
U						
V	V. L.	V. L.	V. L.	V. L.	V. L.	A
W						
X						
Y	A	L	A	L	A	V. H.
Z	A	L	H	A	A	V. H.

V. L. - Very Low
L - Low
A - Average
H - High
V. H. - Very High

Sociogram

A sociogram was given to the boys in each of the three high school buildings, to determine who was the most popular and the least popular in each group of boys. This was given early in the year.

Most of the boys claimed to feel indifferent about the others in their group. They were asked to make some choice from their group, regardless of their indifference to each other. The questions asked were:

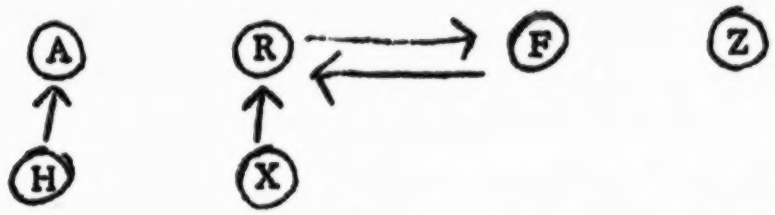
1. Who would you like most for your friend in this group?
2. Who would you least consider for a friend in this group?

The boys who definitely felt that they could not accept any of the others as friends remained outsiders to the group during the whole year. These were boys who felt the other boys in the project were not as good as they were. The overbearing boys who were not accepted at the beginning of the year had the most popularity at the end of the year in their groups. The boys showing and expounding integrity at the beginning of the year were considered out of it by the group. This characteristic became more acceptable as the year progressed. Pride in academic failure also declined as the year progressed. There was a noticeable growth, in most boys, in their set of values.

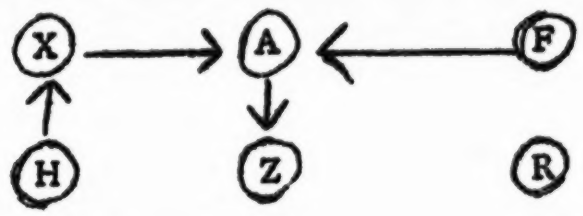
SOCIOGRAM

Stevenson High School Group

1. Who would you like most as your friend in the group?

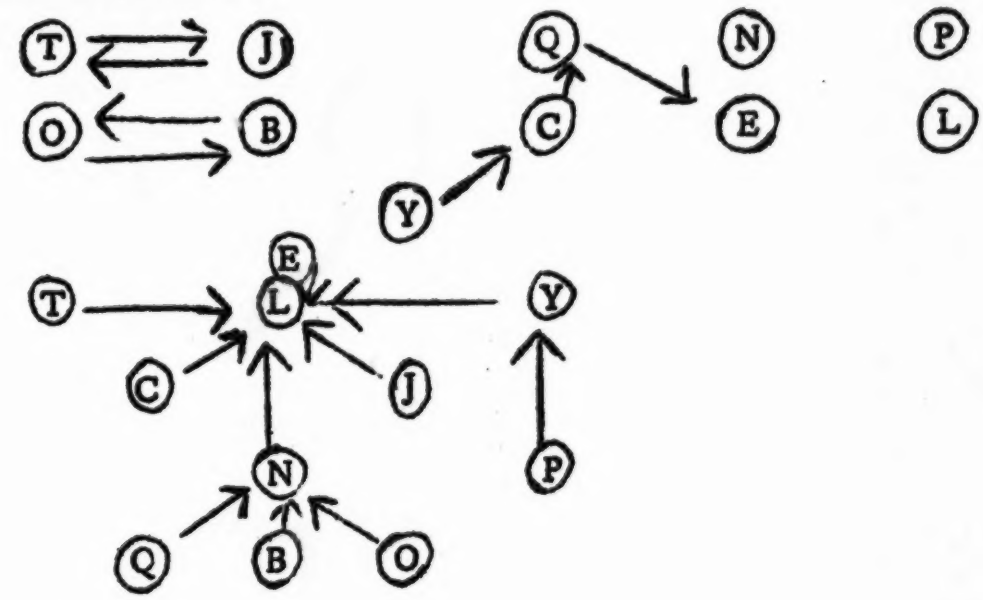


2. Who would you least consider for a friend in this group?



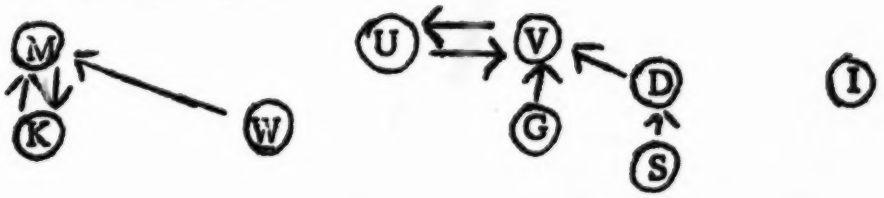
Bentley High School Group

1.



Franklin High School Group

1.



2.

Social Conduct

The New Century Social Conduct Test was administered to the boys to determine their knowledge of proper etiquette. As illustrated in Table 14, the test was divided into four categories:

1. Introductions
2. Dates, Dances, and Parties
3. Table Etiquette
4. Conversation

There were no particular observable similarities in the test performance of the four categories of students. The total group did fall within a narrow range of scores on the total test. From a possible score of 126 points, the highest score attained was 86, and the lowest score was 64. A breakdown of test scores in percentages was as follows:

Scores	1-25%	26-50%	51-75%	76-100%
Introductions	0	04	81	15
Dates, Dances, Parties	0	23	50	27
Table Etiquette	0	27	73	0
Conversation	0	12	88	0

TABLE 14

RAW SCORES ACHIEVED BY THE FOUR CATEGORIES OF STUDENTS IN THE NEW CENTURY SOCIAL CONDUCT TEST

Possible Raw Scores	Intro-ductions 21	Dates, Dances, Parties 25	Table Etiquette 40	Conversation 40	Totals 126
A	14	12	25	22	73
B	15	19	17	24	75
C	13	15	24	24	76
D	15	16	25	19	75
E	14	18	27	27	86
F	14	13	22	25	71
Group 1 Average	14	16	23	24	76
G	15	16	23	25	79
H	11	20	26	25	82
I	16	9	18	23	66
J	9	20	23	25	77
Group 2 Average	13	16	23	25	76
K	17	17	24	27	85
L	12	15	26	26	79
M	14	18	28	24	84
N	14	21	20	13	68
Group 3 Average	14	18	25	23	79
O	11	17	19	19	66
P	12	19	27	25	83
Q	11	10	23	29	73
R	12	14	21	21	68
S	17	19	21	26	83
T	14	13	16	21	64
U	18	8	18	23	67
V	12	9	22	25	68
W	12	20	20	21	73
X	11	11	17	28	67
Y	11	14	26	27	78
Z	15	18	25	26	84
Group 4 Average	13	14	21	24	73

Mooney Problem Check List

The Mooney Problem Check List was administered to the boys to get an insight into the areas in which they felt they had problems. From the results, group discussions were held. In some instances, the boys were individually counselled by the teacher-director or referred to a school counselor for individual consultation.

As reported in Table 15, the boys in Group 1 tend to view themselves as having fewer problems than those in the other three groups. It is also interesting to note that Group 1 tended to feel contented and adequately secure in the situations dealing with money, work, future, boy and girl relations, relations with people in general, and in self-centered concerns.

TABLE 15

TABLE OF PROBLEMS REVEALED ON THE MOONEY PROBLEM CHECK LIST

Problem Areas / Students	I Health & Physical Development	II School	III Home and Family	IV Money, Work & Future	V Boy and Girl Relations	VI Relations With People in General	VII Self-Centered Concerns	Total Problems Expressed
A	1	5	1	0	2	0	0	9
B	0	6	0	0	0	0	0	6
C	2	2	0	4	1	0	0	9
D	2	4	7	0	1	0	2	16
E	4	6	2	2	2	3	2	21
F	2	5	7	1	0	1	4	20
Group 1 Averages	2	5	3	1	1	1	1	13
G	1	7	3	0	0	0	0	11
H	9	10	13	12	7	10	14	75
I	1	10	3	4	0	2	1	21
J	2	13	10	1	5	5	7	43
Group 2 Averages	3	10	7	4	3	4	6	38
K	3	10	6	2	1	3	7	32
L	1	12	6	10	1	4	9	43
M	5	7	0	2	0	0	3	17
N	5	5	5	9	12	5	9	50
Group 3 Averages	4	9	4	6	4	3	7	36
O	5	11	10	4	1	2	3	36
P	3	10	5	11	1	0	2	32
Q	5	5	4	4	3	2	3	26
R	3	8	1	7	0	0	1	20
S	2	1	0	1	1	1	1	7
T	5	15	8	2	2	2	3	37
U	6	7	10	6	6	4	6	45
V	2	4	0	1	0	1	2	10
W	4	4	3	4	0	3	0	18
X	12	33	9	3	4	3	11	65
Y	8	22	16	16	7	7	11	87
Z	3	10	2	2	1	7	9	34
Group 4 Averages	5	10	6	5	2	3	11	35

CHAPTER III

SCHOOL PERFORMANCE INFORMATION

Academic Grades

These boys, as a group, had a dislike for academic subjects when they entered the project, and there was little evidence of change in their attitudes. Much of the improvement made by the boys can be attributed to their desire to remain in the project and make the project a success.

Of the boys remaining in school for the second semester of the 1965-66 school year, fifty-five percent of them showed improvement in their academic grades. Twenty-five percent of the boys held the same grade point average in the fall semester.

As shown in Table 16, the highest grade point average in the entire group for the first semester was C+. The lowest grade point average in the same semester was D-. In the spring semester, the highest grade point average was B-, and the lowest grade point average was D.

TABLE 16

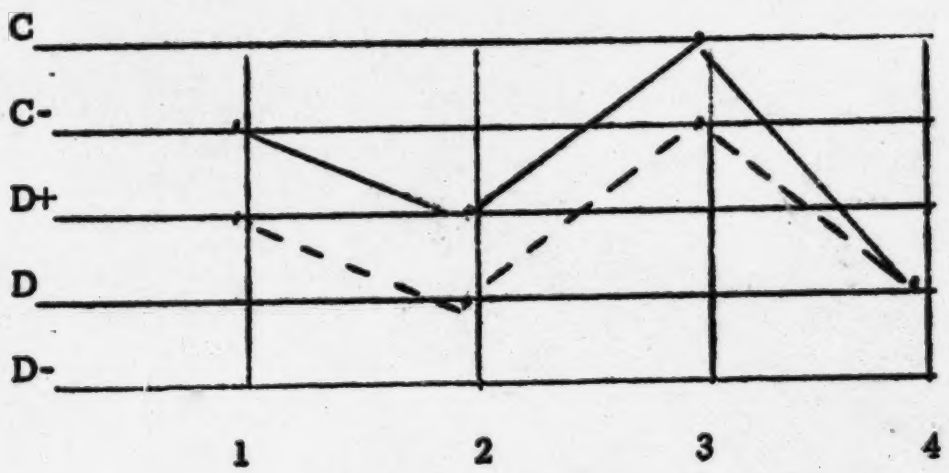
GRADE POINT AVERAGES FOR THE STUDENT PARTICIPANTS
FOR THE 1965-66 SCHOOL YEAR

Average Academic Grades	1st Semester	2nd Semester
A	D	C-
B	C-	C-
C	D+	C-
D	C-	C
E	D+	C-
F	C-	C-
G	C-	C
H	D+	D
I	D	D
J	D	
K	C	B-
L	D+	C
M	C-	C-
N	C-	C
O	D	
P	D-	
Q	C-	D+
R	C+	D
S	D+	D+
T	D+	
U	D+	
V	D-	D
W	D-	
X	D-	D
Y	D-	D
Z	D	D

As illustrated in Table 17, Group 3 held the highest grade point average in both the spring and fall semester. Group 1, 2, and 3 showed approximately the same amount of growth in their academic grades. The boys in Group 4 remaining in school for the spring semester maintained approximately the same grade point average.

TABLE 17

Table of Group Grade Point Averages
for the Four Categories of Students



Citizenship

The boys, for the most part, were recommended and accepted into the project because of their unacceptable behavior in school. Some of them were returned to school after having been voluntarily or involuntarily dropped from school at either the junior or senior high levels. As a group, they did well under the circumstances.

Seventy-three percent of the students achieved average citizenship grades during the fall semester of the 1965-66 school year. Eighty percent of the students achieved average citizenship grades during the spring semester. Only twenty-five percent of the boys showed improvement from the fall semester to the spring semester. Twenty percent of the boys maintained the same citizenship point average. As reported in Table 18, not one student reached either end of the continuum of grade point averages. Their behavior was acceptable as reported by their teachers on their report cards. The boys were marked on a 1-5 basis. A citizenship mark of 1 given for excellent behavior, 3 represents satisfactory or average and 5 is given for extremely unacceptable behavior.

TABLE 18

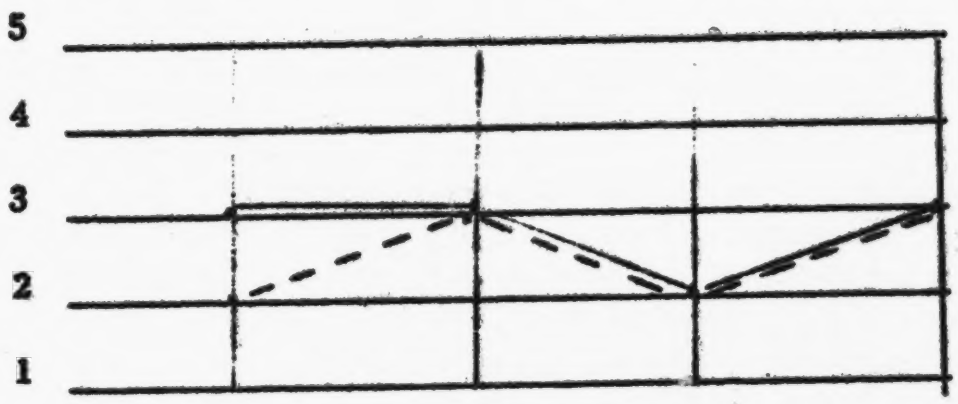
CITIZENSHIP GRADE POINT AVERAGES
FOR THE STUDENT PARTICIPANTS

Average Citizenship Grades	1st Semester	2nd Semester
A	3.0	3.0
B	3.0	3.3
C	3.3	3.0
D	2.8	3.2
E	3.0	3.0
F	2.6	3.0
G	2.5	2.3
H	3.2	3.5
I	3.2	3.2
J	4.0	
K	2.8	3.0
L	2.8	2.7
M	2.5	2.8
N	2.7	2.7
O	4.0	
P	4.0	
Q	3.6	3.7
R	2.5	4.0
S	3.2	3.4
T	3.0	
U	3.3	
V	3.8	4.0
W	3.5	
X	3.6	3.5
Y	4.3	3.5
Z	3.5	4.0

As reported in Table 19, Group 1 was the only group showing any change in behavior throughout the year. The boys in this group, except in one case either held the same grade from one semester to the next, or they declined in their grade point averages. Perhaps they reflected some of the unacceptable behavior patterns from others in groups 2 and 4. Group 3, although not showing any improvement, did not show a decline.

TABLE 19

Group Citizenship Grade Point Means
for the Four Categories of Students



Absences and Tardies

School attendance was a definite problem with the project participants. Their contempt for school was shown in their attendance. By Livonia standards, only two boys maintained acceptable attendance records (no more than four unexcused absences in one semester). Derived from Table 20, only twenty-seven percent of the boys showed improvement in the spring semester. Sixty-five percent of the boys remaining in school for the second semester had a poorer attendance record.

A very similar situation existed in regard to tardiness. Twenty-three percent of the boys were tardy fewer times during the second semester than during the first semester. Fifty-five percent of the boys remaining in the program after the fall semester showed more frequent tardiness. As shown in Table 20, only two boys had a record free of tardiness. All of the other boys were tardy at least three times during the school year.

TABLE 20

A TABLE OF THE NUMBER OF DAYS ABSENT AND THE NUMBER OF TARDIES ACCUMULATED BY THE PROJECT PARTICIPANTS DURING THE 1965-66 SCHOOL YEAR.

Students	Absence		Tardy	
	1st Semester	2nd Semester	1st Semester	2nd Semester
A	2	4	0	5
B	10	2	9	1
C	39	24	15	3
D	2	21	2	5
E	14	7	2	1
F	5	22	1	3
G	27	22	3	3
H	22	48	0	4
I	7	6	0	5
J	40		6	
K	10	0	2	2
L	0	32	0	5
M	10	13	2	5
N	13	16	1	3
O	61		19	
P	35		10	
Q	2	4	0	0
R	2	33	1	2
S	28	30	10	3
T	34		8	
U	85		12	
V	41	66	1	14
W	58		0	
X	2	10	3	5
Y	70	47	11	4
Z	32	51	5	2

As reported in Table 21, Group 1 and 3 had fewer absences. This is probably one of the major contributing factors to their success in school. Group 2 was very lax in school attendance. Group 2 displayed more concern for jobs than for school. Most of the students had a larger number of absences in the spring semester, which could be attributed to at least two factors:

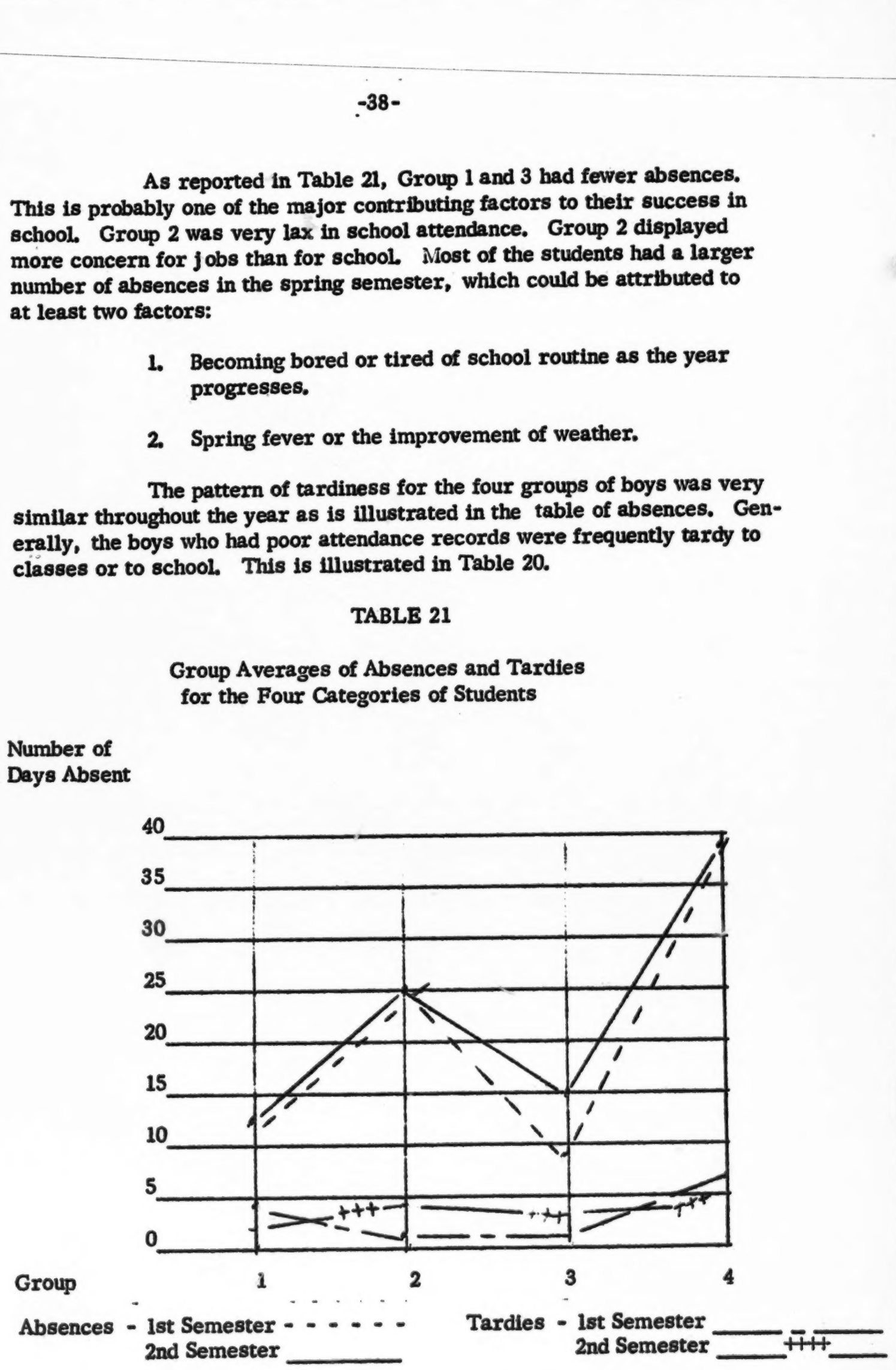
1. Becoming bored or tired of school routine as the year progresses.

2. Spring fever or the improvement of weather.

The pattern of tardiness for the four groups of boys was very similar throughout the year as is illustrated in the table of absences. Generally, the boys who had poor attendance records were frequently tardy to classes or to school. This is illustrated in Table 20.

TABLE 21

Group Averages of Absences and Tardies
for the Four Categories of Students



Discipline Referrals and Suspensions

The boys had discipline problems in their former school years and continued having problems at the senior high school level. The fact that they were now receiving more help and understanding and were given a shorter than average length of school day did not completely eliminate their undesirable behavior patterns. As shown in Table 22, only fifteen percent of the project participants went through the year without a single discipline referral. Forty-six percent managed to finish the year of school without being suspended.

Twelve percent of the boys were referred to the office fewer times during the second semester of the school year than during the first semester. Thirty-nine percent made more frequent principal visitations during the spring semester. The reasons for their office referrals, in the order of their frequencies, were:

Skipping school
Skipping classes
Behavior in class
Smoking on school premises
Tardiness
Destruction of school property
Fighting
Grooming
Lacking school supplies
Loitering in lavatory

Twenty-three percent of the boys were suspended fewer times during the second semester of the school year. Twelve percent of the boys were suspended more frequently during the spring semester. The reasons for the suspensions were:

Skipping school
Behavior
Smoking on school premises
Destruction of school property
Fighting
Tardiness
Awaiting court action

TABLE 22

TABLE OF DISCIPLINE REFERRALS AND SUSPENSIONS FOR THE FOUR CATEGORIES OF STUDENTS DURING THE 1965-66 SCHOOL YEAR.

Students	No. of Discipline Referrals 1st Semester	No. of Discipline Referrals 2nd Semester	No. of Suspensions from School 1st Sem.	No. of Days Suspended from School 1st Sem.	No. of Suspensions from school 2nd Sem.	No. of Days Suspended from school 2nd Sem.
A	0	0	0	0	0	0
B	4	4	1	2	0	0
C	8	1	2	4	0	0
D	5	6	0	0	1	3
E	0	0	0	0	0	0
F	0	4	0	0	0	0
Group 1 Average	2.8	2.5	.5	1.0	.1	.5
G	1	1	0	0	0	0
H	1	3	1	1	1	1
I	2	7	1	1	2	2
J	8	0	2	10	0	0
Group 2 Average	3.0	2.8	1.0	3.0	.8	.8
K	0	0	0	0	0	0
L	2	3	0	0	0	0
M	0	0	0	0	0	0
N	0	2	0	0	0	0
Group 3 Average	.5	1.3	0	0	0	0
O	6		1	3		
P	9		3	9		
Q	1	4	0	0	0	0
R	1	1	0	0	0	0
S	7	7	2	5	1	2
T	12		2	6		
U	1		1	1		
V	11	13	2	2	1	5
W	4	6	0	0	0	0
X	5	5	0	0	0	0
Y	15	9	6	15	1	15
Z	1	4	0	0	1	3
Group 4 Average	6.1	6.2	1.4	3.4	.5	3.1

Table 23 reveals that Group 3 was most capable of conforming to school rules. The students in Group 4 were responsible for much of the stigma that was attached to the project by the staff. Although the students in Group 2 were not academically successful in school, they were not much more of a behavior problem that were the students in Group 1.

TABLE 23

TABLE OF TOTAL NUMBER OF OFFICE REFERRALS, SUSPENSIONS FROM SCHOOL, AND TOTAL DAYS EXCLUDED FROM SCHOOL FOR THE FOUR CATEGORIES OF STUDENTS.

Students	Total Office Referrals for Year	Total Suspensions for Year	Total No. of Days Suspended for Year
A	0	0	0
B	8	1	2
C	9	2	4
D	11	1	3
E	0	0	0
F	4	0	0
Group 1 Average	5.3	.7	1.5
G	2	0	0
H	4	2	2
I	9	3	3
J	8	2	10
Group 2 Average	5.8	1.8	3.8
K	0	0	0
L	5	0	0
M	0	0	0
N	2	0	0
Group 3 Average	1.8	0	0
O	6	1	3
P	9	3	9
Q	5	0	0
R	2	0	0
S	14	3	7
T	12	2	6
U	1	1	1
V	24	3	7
W	10	0	0
X	10	0	0
Y	24	7	30
Z	5	1	3
Group 4 Average	10.2	1.8	5.5

Counselor and Teacher-Director Evaluations

Table 24 illustrates the evaluations of the junior high school counselors of the boys participating in the project. These data are taken from the selection forms used by the counselors to recommend the boys to the Teacher-Director for participation in the project.

Table 25 is based on the evaluations of the Teacher-Director at the conclusion of the 1965-66 school year.

Comparing Tables 24 and 25, there are no significant differences within the four categories. There are characteristics which are predominant among the total group and carried over into the first year of senior high school. This is as follows:

	Junior High	Senior High
Poor Self Image	77% of group	81% of group
No School Activity Participation	89% of group	92% of group
Need of New Set of Values	58% of group	92% of group

In comparing the Tables 24 and 25, the following should be noted:

1. Groups 1, 2 and 3 showed academic improvement during the first year in high school. Seventy-nine percent of the boys in these three groups showed improvement in their school grades. Fifty percent of the boys served by the project showed improvement academically in their first year of senior high school.

2. Few of the boys in the project established what could be considered good peer relations, in general, in their first year of senior high school. Approximately nineteen percent had several friends at school or out of school. Fifty-eight percent had one or two friends. Twenty-three percent had very little to do with their peers.

3. Approximately seventy-three percent of the boys in the project played undesirable attention seeking roles, while in the company of their peers. In very few instances it was accepted by their peers. In most instances, the roles they played were a detriment to them socially.

TABLE 24

TABLE OF EVALUATIONS FOR THE STUDENT PARTICIPANTS
BY THE JUNIOR HIGH COUNSELORS

Student	Low Grade Point Average (less than 1.5)	Poor Self Image	Attendance Poor	No School Activity Participation	Achieving Below Ability Level	Need New Values
A	X	X		X	X	X
B	X	X		X	X	X
C		X		X		X
D	X	X		X	X	
E		X		X		X
F	X	X		X		
G	X		X	X		
H				X		
I	X	X		X		
J	X	X	X	X	X	X
K	X			X	X	
L	X	X		X		X
M	X	X	X			X
N				X		
O	X	X		X		X
P	X	X	X	X	X	X
Q	X	X		X	X	X
R		X				
S	X	X				X
T	X	X	X	X	X	X
U	X	X		X	X	X
V	X		X	X		X
W		X		X		X
X		X		X	X	
Y				X		
Z	X	X		X	X	

TABLE 25

TABLE OF EVALUATIONS FOR THE STUDENT PARTICIPANTS BY THE TEACHER-DIRECTOR

Student	Low Grade Pt. Average (less than 1.5)	Poor Self Image	Attend-ance Poor	No School Activity Participation	Achieving Below Ability Level	Need New Values	Estab-lished Good Peer Relationship	Assumed the Role of the Fool	Assumed the Role of Tough Guy
A		X		X		X		X **	
B						X			
C		X	X	X		X			X
D		X	X	X		X			X
E		X		X	X	X			X
F		X	X	X		X			
G		X	X	X		X		X **	
H		X	X	X		X		X **	
I		X		X		X			X
J	X	X	X	X	X	X			X
K				X			X	X	
L		X	X	X		X			
M				X					
N		X		X		X		X **	
O	X		X	X	X	X		X	
P	X	X	X	X	X	X			X
Q				X		X	X		
R		X	X			X	X		
S		X	X	X		X		X	
T	X	X	X	X	X	X	X		
U	X	X	X	X	X	X			X
V	X	X	X	X	X	X			X
W	X	X	X	X	X	X		X **	
X	X	X		X	X	X		X	
Y	X	X	X	X	X	X	X		X
Z	X	X	X	X	X	X			X

** Not Intentional

Dropouts

The project participants were given every encouragement and opportunity to remain in the project and to remain in school. In many instances, school rules were bent and ignored to show understanding and consideration to the offenders in the project. An attempt was made to establish a feeling of belonging in the boys as well as to try to help them to overcome their deep feelings of being picked on. Under these circumstances, we still lost twelve boys from the program. Three boys were returned to the regular school program. Twenty-seven percent of the boys quit school before the termination of the school year. The dates, ages, and reasons for the boys leaving are as follows:

Dropped from Project

Student	Date	Reason
Q	1/21/66	Refused Employment
W	1/21/66	Entered Social Adjustment Program
X	2/9/66	Parent Request--Project Interferred with school work

Dropped from School

Student	Age	Date	Reason
T	16	1/21/66	Quit-Tired of School
P	16	1/31/66	Excluded-Behavioral Problems
J	16	3/3/66	Excluded-Behavioral--Lack of Attendance
O	16	3/22/66	Quit-Sought Full Time Employment
W	16	5/23/66	Quit- Tired of School
V	16	6/6/66	Excluded-Behavioral--Lack of Attendance

CHAPTER IV

JOB EXPERIENCE INFORMATION

The boys and their parents were very enthusiastic about the project, particularly the job placement aspect of it, when they were originally approached in the summer of 1965. Some of the comments of the parents at the initial interview were:

1. "This is just what my son needs!"
2. "We've waited for this type of program in the schools!"
3. "This will really help my boy!"
4. "I'm pleased that my son was considered for this program!"
5. "Our schools need a program like this!"

The enthusiasm dwindled as the boys got started on their first jobs. The parents and the boys complained about employers exploiting the boys, too many deductions, union dues, working hours, transportation, late suppers, etc. It took time, in most cases, for the parents and the boys to make the adjustment. Payday, in some instances, eased some of the pain. After a period of turmoil and phone calls, many of the problems were eased or eliminated. Many parents were then remarking about observable improvements in the boys in the home. The boys began feeling a sense of worth and belonging. However, the job placement aspect of the program underwent periods of ups and downs.

At the beginning of the 1965 school year, the boys were asked to identify the types of part time jobs in which they would be most interested. As shown in Table 26, with the exception of three boys, their requests were respected. In many instances this had little effect on their job performance. Some of the boys found that they had made a mistake, others could not adequately handle the jobs of their choice.

The amount of pay the boys received had little influence on their job performance, or the length of time they stayed on a job. As illustrated in Table 26, the amount of pay did not discourage or encourage the boys in most instances.

TABLE 26

TABLE OF JOBS REQUESTED, JOBS HELD, LENGTH OF EMPLOYMENT AND STARTING PAY OF STUDENT PARTICIPANT

Part Time Job Requested	Job Secured	Length of Employment	Starting Pay
Stock Boy	Stock Boy	7 weeks	1. 25 hr.
Gas Station Attend.	Gas Station Attend.	4 weeks	1. 25 hr.
Gas Station Attend	Stock Boy	10 weeks	1. 25 hr.
Drafting	Stock Boy	16 weeks	1. 45 hr.
Mechanical	Bench Hand	25 weeks	2. 25 hr.
Restaurant	Restaurant	4 weeks	. 75 hr.
Restaurant	Restaurant	33 weeks+	1. 00 hr.
Stock Boy	Stock Boy	12 weeks+	1. 25 hr.
Mechanical	Maintenance	40 weeks +	. 75 hr.
Restaurant	Restaurant	40 weeks +	1. 05 hr.
Gas Station Attend.	Gas Station Attend.	39 weeks +	. 75 hr.
Art	Sign Maker	19 weeks +	1. 25 hr.
Construction	Maintenance	20 weeks	1. 00 hr.
Stock Boy	Stock Boy	38 weeks	1. 45 hr.
Stock Boy	Stock Boy	38 weeks	1. 45 hr.
Gas Station Attend.	Gas Station Attend.	12 weeks	1. 25 hr.
Stock Boy	Stock Boy	0	1. 25 hr.
Stock Boy	Stock Boy	13 weeks	1. 25 hr.
Stock Boy	Stock Boy	1 week	1. 25 hr.
Restaurant	Restaurant	3 weeks	1. 05 hr.
Gas Station Attend	Yardman	14 weeks	1. 46 hr.
Stock Boy	Maintenance	27 weeks	1. 00 hr.
Stock Boy	Stock Boy	1 week	1. 45 hr.
Restaurant	Restaurant	1 week	1. 00 hr.
Restaurant	Restaurant	3 weeks	1. 05 hr.
Stock Boy	Stock boy	2 weeks	1. 25 hr.

Throughout the 1965-66 school year there were approximately one hundred interviews set up for the project participants. Upon initial contact, there was a definite need or desire expressed by the employer to hire a boy from the project. From these one hundred interviews, seventy-eight actual job commitments were made. Of the seventy-eight job commitments, seventy jobs were assumed for various durations. The list of actual jobs held, some being held by more than one student, is as follows:

Employer	Type of Job	Starting Wage
Livonia Nursing Center	Maintenance	$ .75 hr.
Ira Wilson Dairy	Yardman	35.00 wk.
Bi-Lo Market	Carryout and Stock	1.45 hr.
Nankin Gulf Service	Attendant	.75 hr.
Pandora's Supper Club	Kitchen Helper	1.25 hr.
Shell Motor Lab	Car Wash	1.25 hr.
Henrys Restaurant	Counter	.75 hr.
Rent all Shop	Maintenance	.75 hr.
Binkley Service	Attendant	1.25 hr.
Dr. Collins, Vet.	Yard Work	.75 hr
Philips Shoes	Stock	1.25 hr.
Cloverdale Dairy	Counter	.90 hr.
Dixfield Market	Packer	1.25 hr.
Red Barn	Counter	1.05 hr.
Baskin-Robbins Ice Cream	Counter	.75 hr.
Chapman Sunoco Service	Attendant	.75 hr.
House of Shishkebab	Dishwasher	1.00 hr. & meal
Shoppers Fair	Sign Maker and Stock	1.25 hr.
A. A. Bike Shop	Maintenance	1.00 hr.
Garfield Appliance	Maintenance	1.00 hr.
Vanity Fair	Maintenance	1.00 hr.
Big D. Market	Produce Clerk and Stock	1.25 hr.
Livonia Public Schools	Maintenance Helper	.75 hr.
Hudson's	Stock	1.25
Great Scott Market	Packer	1.25 hr.
Dr. Eadie	Yard Work	1.00 hr.
Joy Motor Corporation	Bench Hand	2.25 hr.
A & P Food Store	Packer	1.30 hr.
Newmarsh Standard Service	Attendant	1.25 hr.
Walts Standard Service	Attendant	1.25 hr.
Costanza's Cafe	Delivery	1.00 hr.
Federals	Sign Maker	1.25 hr.
Sheldon Standard Service	Attendant	1.25 hr.
Livonia Knights Inn	Bus Boy	1.00 hr.
Amato Pizzeria	Kitchen	.75 hr.
Flaming Pit Restaurant	Bus Boy	1.00 hr.
Food Fair	Packer	1.25 hr.
Burger Chef	Counter	1.15 hr.

Employer	Type of Job	Starting Wage
Baylus Restaurant	Counter	.75 hr
Henry's Hamburger	Counter	1.15 hr.
Livonia Hardware	Maintenance and Stock	1.00 hr.
Trevis Pizzeria	Kitchen	1.00 hr.
Tomlinson Auto Supply	Counter	90.00 wk.
Amco Awning Company	Laborer	paid by job
Gleam Car Wash	Laborer	1.00 hr.

Table 27 shows the number of jobs held by the student participants and the length of time they held their jobs during the 1965-66 school year. Many boys were working prior to the start of the school program in September. The data on Table 27 represent employment figures from September 14, 1965, through June 10, 1966. The figures are approximated in weekly terms in columns 2 and 4.

TABLE 27

TABLE OF NUMBER OF JOBS HELD AND JOB DURATIONS FOR STUDENT PARTICIPANTS DURING THE 1965-66 SCHOOL YEAR.

Students	1 Number of Jobs Held	2 Longest Duration of Employment (Approx. # of (weeks on one job)	3 Shortest Job Duration (weeks or (days on one (job	4 Approx. # of Weeks in School Year Spent Working
A	3	7	3 wks.	17
B	4	4	1 day	6
C	3	10	2 wks.	16
D	3	16	3 days	30
E	3	25	4 wks	33
F	6	11	1 wk.	26
Group I Averages	3.7	12.2		21.3
G	3	33	7 wks.	40
H	3	14	5 wks.	31
I	1	40	40 wks.	40
J	1	40	40 wks.	40
Group II Averages	2.0	31.7		37.8
K	1	39	39 wks.	39
L	2	19	4 wks.	23
M	3	20	1 day	36
N	2	38	1 wk.	39
Group III Averages	2.0	29.0		34.3
O	2	38	1 wk.	39
P	2	12	3 days	12
Q	2	2	2 wks.	4
R	2	13	9 wks.	22
S	3	12	2 days	13
T	3	3	1 day	5
U	3	14	7 wks.	31
V	1	27	27 wks.	27
W	2	4	3 days	4
X	3	9	6 days	10
Y	4	8	1 day	16
Z	5	14	2 days	17
Group IV Averages	2.7	13.0		16.7

Some of the reasons given by the boys for quitting their jobs were:

1. Ruins social life
2. Too much of a burden
3. Work too difficult
4. Mother objected
5. Did not like boss's wife
6. Job too dirty
7. Did not like job
8. Work undesirable
9. Wants better pay
10. Wants fewer hours
11. Conflicting hours with school course
12. Too tiring
13. Tired of job
14. Accused of stealing
15. To go hunting
16. Job too routine
17. Would miss supper
18. Had to baby sit for mother
19. Too far from home
20. Boss was too strict
21. Argument over pay
22. Lack of hours
23. Boss refused buddies on premises during working hours
24. Beat being fired
25. Too many working days

Some of the reasons given by the employers for letting the boys go were:

1. Does not want to work
2. Too lazy
3. Fist fight with another employee
4. Too slow
5. Too much horseplay with other employees
6. Lay-off following Christmas
7. Poor attendance
8. Disagreement with boss
9. Lay-off of all fifteen year old employees
10. Not cut out for job
11. Tardiness

The number of jobs lost due to the boys quitting far exceeded those lost due to dissatisfaction on the part of the employers. Only 19% of the jobs held by the boys were lost due to lay-offs or discharges.

Employer Evaluations

The employers submitted a written evaluation every six weeks. The boys were rated on a 1-5 basis, one representing a low rating and five being very good. The boys were rated in thirteen different areas. Occasionally an employer refused to evaluate the student for some reason (i. e. ,

1. I couldn't give him a fair evaluation;
2. I don't have the time;
3. It's too soon to evaluate; give me six more weeks to observe him.

In the fall semester of 1965, the evaluations from the employers were enccuraging. Only three boys received ratings that were not satisfactory. These boys lacked initiative and had poor attendance on their jobs. Four boys were rated above average by their employers. All the other boys were considered average workers. Upon entering the spring semester, two boys were rated below average and seven were rated high. Six boys had left the program or school.

As shown in Table 28, fifty percent of the boys remaining in the program during the spring semester showed improvement in their employment evaluations. Thirty-five percent received poorer evaluations.

TABLE 28

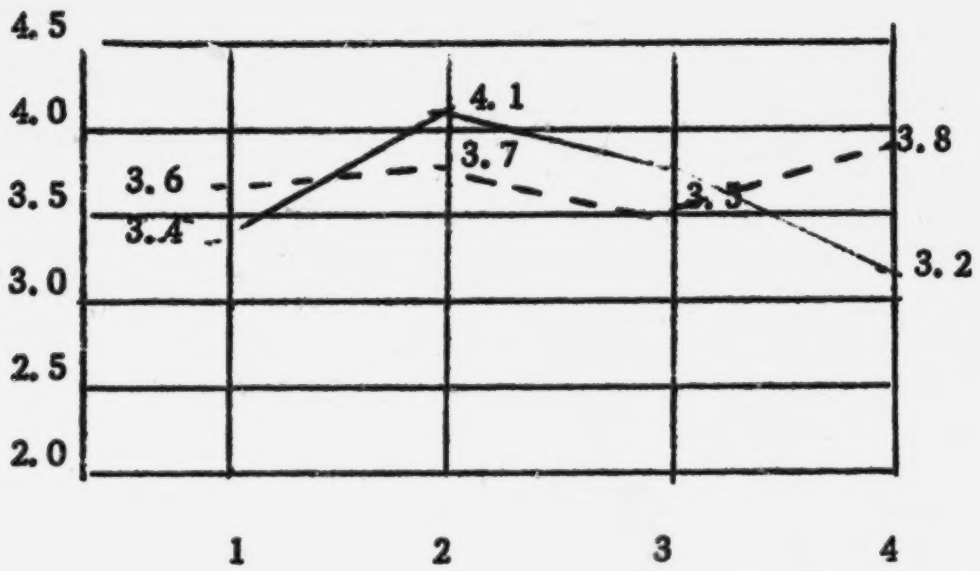
TABLE OF EVALUATIONS RECEIVED BY STUDENTS FROM THEIR EMPLOYERS DURING THE 1965-66 SCHOOL YEAR

Students	Employer Evaluations Fall Semester	Employer Evaluations Spring Semester
A	3.2	2.6
B	2.8	--
C	3.3	4.1
D	3.1	3.2
E	4.4	4.4
F	3.7	3.9
Group 1 Averages	3.4	3.6
G	4.1	4.1
H	4.1	3.7
I	3.6	3.3
J	4.4	--
Group 2 Averages	4.1	3.7
K	3.5	3.2
L	4.1	4.5
M	3.7	2.9
N	3.4	3.3
Group 3 Averages	3.7	3.5
O	3.4	4.0
P	3.3	3.6
Q	3.4	--
R	3.4	4.7
S	2.7	4.5
T	2.5	--
U	3.5	3.9
V	3.6	3.4
W	3.0	--
X	3.6	--
Y	3.1	3.5
Z	3.0	3.1
Group 4 Averages	3.2	3.8

As illustrated in Table 29, Group 1 and Group 4 showed improvement in their evaluations during the second semester. Group 2 and 3 received lower evaluations during the later part of the year. All groups received evaluations within a very small range. There apparently is no significant difference between the groups in regard to their ability to establish satisfactory employer-employee rapport.

TABLE 29

Table of Averages of Employer Evaluation Ratings of the Four Categories of Students.



With one exception, the boys in the project established good rapport with at least one employer during the school year. In some instances the employers were extremely dissatisfied with the boys and claimed they would never again hire students. In this respect, a Coordinator of Cooperative Occupational Training expressed his concern that the project could jeopardize the image of the co-op program in the community. There is no doubt that many potential student work stations in the community were taken and lost by the boys in the project. On the more positive side, some employers were very satisfied with the boys. They were very reluctant to hire boys fifteen and sixteen years of age. They were convinced after a trial period that the boys could do an adequate job, and they showed more initiative and ability than did the older student employees that had preceded them. In the final analysis, the number of compliments about the boys would equal or surpass the number of complaints given by their employers.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

One point must be kept in mind in reviewing this report. The basis on which the boys were selected for this project pre-established many similarities within the total group. The project participants were below average in just about every aspect of what could be considered typical expectations of innate ability, achievement or behavior.

There were no significant differences in the Intelligence Quotients of the total group. The I. Q. 's were generally in the low normal range, and they were widely distributed among the four categories of student participants. These four categories or groups as previously stated were:

Group 1 - Boys who showed some success in school.
Group 2 - Boys who showed some success on the job.
Group 3 - Boys who showed some success in school and on the job.
Group 4 - Boys who showed very little or no success in school and/or on the job.

The total group of boys ranked low in educational development at the tenth grade level. There were no obvious similarities of school achievement found within the four sub-groups of students. All of the students in the group had problems in reading. Their deficiencies in reading probably were a contributing factor to their poor attitude toward school.

The occupational testing and interest inventories proved to have little predictive value at this grade level. The boys' aspirations were not realistic in relation to their abilities as well as with the results of their interest inventory scores.

The health inventory reflected the lack of health knowledge of the entire group. It also revealed their lack of concern with their own personal health. In discussions on health habits and needs to maintain good physical condition, the group expressed lack of concern.

The personality tests revealed that the total group of boys think, feel, and act differently to most personal and social situations than does the population as a whole. The boys in group 3 tended to score higher in both personal and social adjustment areas. It may be implied, on the basis of these results, that the higher the individual scores on the total personality test, the higher the probability of success on the job and in school.

The Behavior Preference Record scores revealed that the total group think and behave in particular social situations differently than does the general population. It further reveals that they can adequately rationalize their views and behavior. Group 2 and Group 3 all scored high in critical thinking, which may imply a relationship between successful job performance and high scores in critical thinking.

There were no observable similarities in the social conduct test results for the four categories of students. The total group did score within a narrow (low) range, indicating that their general knowledge of acceptable social behavior is below average.

The problem check list revealed that no one particular sub-group of boys viewed themselves as being particularly overburdened with problems. In most cases, the boys were hesitant to reveal their problems in writing. The general reaction to the check list was, "This is my business, not to be shared with anyone."

In general there was little predictive value in any of the tests or inventories that were administered. The results were interesting and served as excellent individual and group counseling and discussion devices. As for revealing any significant similarities in the four categories of students, the testing devices were of little value.

School performance was one of the bases on which the total group was divided into sub-groups. Therefore, similarities within the sub-groups have already been established.

Academically, Group 1 and Group 2 showed growth in transition from junior high school to senior high school, as well as during the first year at the senior high level. Group 3 showed the greatest degree of academic growth. Group 2 showed a small degree of academic growth and Group 4 remained the same.

There were no significant differences in the citizenship grades of all the boys in the project. The greatest degree of difference was .9 between Group 3 and Group 4 at the conclusion of the second semester. Group 3 was the only group showing citizenship improvement during the school year.

School attendance was a problem area for the total group. Due to high number of absences of most boys in the total group, absences had to be ignored as a factor in dividing the boys into sub-groups. The lowest number of absences were found in Group 3. All four groups showed a greater number of absences in the spring semester of the 1965-66 school year.

Tardiness was another problem area for most of the boys in the total group. It was in these two areas, absences and tardies, that the boys continued to show their disrespect for school rules. There were no significant differences in the number of tardies accumulated by the four sub-groups of boys.

The boys in the project, in general, did not show much improvement in their behavior patterns in either their transition from junior high school to senior high or from the beginning semester in their sophomore year to the concluding semester. The boys in Group 3 did behave better in school than the boys in the other groups. They were able to make adequate adjustment to school and reject the adverse influences of the others in the group.

Job performance was one of the bases on which the total group was divided into sub-groups. Therefore, similarities within the sub-groups have already been established.

The boys in Group 2 and 3 held the fewest number of jobs and maintained their employment for the longest periods of time. Groups 2 and 3 had the best employer evaluations during the first of the school year. Groups 1 and 4 showed improvement in their job performance for the year. Groups 2 and 3 had lower evaluations from their employers, on the average, during the second semester. Most of the boys were rated average employees by their employers.

The pilot project was terminated at the conclusion of the 1965-66 school year. It was believed that the progress made by the project participants was not commensurate with the time, effort, and money invested in their interests. The project only involved a very small segment of the total student population of Livonia Schools. It involved boys who were in constant need of attention and understanding.

The objectives of the project, as originally stipulated, were generally met. The majority of the boys were retained in school for the 1965-66 school year. Eight percent of the boys in this study were retained to regular school programs. Sixty-nine percent of the boys were retained in the project. Only twenty-three percent of the total group were dropped from school. Forty-six percent of the boys showed academic improvement during the year. Twenty-three percent maintained the same average.

Parents, teachers, and counselors have observed changes in the attitudes of student participants. These changes were most apparent during the fall semester of the school year. These attitudes were generally positive in nature.

Every boy was given an opportunity to hold at least one job of his choice in the community. Each was given ample opportunity to discuss his job (merits or problems) in a group or individually with the teacher-director. Many were given an opportunity to try different jobs suitable to their interests and abilities. The majority of the boys were given satisfactory evaluations by their employers. Less than twenty percent of the jobs lost were due to dissatisfaction on the part of the employer.

Most of the students, at one time or another, expressed their appreciation for the project. They felt it had been helpful in meeting their needs. Many stated that they could not remain in school under normal circumstances. Some felt that it lessened their contempt for school and made school tolerable.

Recommendations

The project was originally designed to serve the interests and needs of potential dropouts. The criteria used for the selection of project participants greatly limited the number and type of students it was to serve. This was done, of course, because it was a pilot project. In the opinion of the teacher-director, many students could benefit by a vocationally oriented program, who do not satisfy the criteria established for the pilot project. This type of program should be open to any student who could profit from it. This project should have been a two-way operation. Students should have been able to enter or drop the program at any time during the school year when the teacher-director or the student feels that it is not serving the best interests of the student concerned.

The daily contact maintained between director and students could be eliminated after the student is adjusted to school and the job. Contacts could then be on an "on call" basis at this point.

The teacher-director should be available to the students, staff, and administrators when the need arises. The director of this project served three high school buildings and spent one hour per day with the students in each building. The teacher-director should serve only one school. This would make him more available in the building, and his whereabouts more easily known.

The daily one hour of teacher-director supervision served a good purpose only at the beginning of the year, but it lost its value as the program developed (i. e., as the year progressed the boys became better adjusted to school and their employment situations). The hour once spent enthusiastically in discussions of job and school dwindled to an idle hour. This hour of teacher-director-student contact could be eliminated entirely on/or before the end of the first card marking period (six weeks).

The disciplining of these students created problems for the school staff involved. There were differences of opinion as to how these students should be disciplined adhering to school policies, and yet making exceptions to the policies so as not to lose these students. This problem could be partially eliminated by having the teacher-director's office in a building away from the school. These students need a place to go where they can relax and feel free from the over-bearing authority they identify with school. School is a threatening, insecure place to many of these boys, and they need a place they can consider their protective refuge.

In the opinion of the teacher-director, this program should be implemented by the school. This would maintain a relationship between school and student.

Eventually, the boys will reach a point of maturation or acquire a change in attitude that will make them desire an education. At that time, they will settle down to a regular school program.

The testing aspect of the project served a good purpose and was of some value. It gave the teacher-director and the students some insight into their interests, attitudes and problems. It also served as a basis for group and individual counseling and discussions.

Transportation was a problem. The boys, fifteen and sixteen years old, were unable to provide their own transportation. Parents, in most cases, would not accept this responsibility, and public facilities were not readily available. A vehicle and a driver should be made available to the project director. This would assure his students transportation when their job situations were established. This would also relieve the project director of this burden and give him more time to fulfill his other responsibilities.

Monies should be made available to the project director for the subsidizing of wages. This form of bribery, although it may not be the most desirable approach to an employer in some instances, may make the difference between getting or losing some good job situations for the students.

A small expense account for the project director is highly recommended. The act of buying coffee for the boss at an initial interview or at evaluation time can improve the image and soften the disposition.

A project of this nature should be carried on over a period of several years. One year is hardly adequate to recognize the strengths and weaknesses of such a project. If time would have been provided for a follow-up of the boys through the 1966-67 school year, much could be learned. In the records reviewed to make this report and in talking to some of the project participants, the fact remains, the project had its impact and served a good purpose during the school year that it functioned.